

BEFORE reading story...

- Read **title, author, and illustrator**
- **Ask child to predict:** “What do you think this book is about?”
- **Preview the story:** “This story is about...”
- **Explain new words**
- **Share a personal experience story**
- **Give a reason to listen:** “This character has a problem...”

DURING reading story...

- **Point to a picture or important word**
- **Ask child to predict:** “What do you think will happen next?”
- **Ask questions** about important points
- **Answer children’s questions**

AFTER reading story...

- **Ask guided story questions**
- **Use sentence completion** from sentences in the story
- **Share personal experiences** related to the story: “That happened to me one time...”
- **Let children retell the story**

Story Retell Suggestions

Allow children to retell stories on their own, without prompts or cues, once in a while.

Follow these directions to help children retell a story.

BEFORE reading book, say:

“I’m going to read you a story, _____ (say title of story).
Listen carefully since you will retell the story after I read it.”

AFTER you read book, say:

“I just read the story _____ (say title of book). Please
retell the story* and pretend I have never heard it before.”

*Use beginning story prompts only if needed: “Once there
was..” or “One day...”

Other Story Retell Suggestions

- Ask children to **retell a personal experience or event:**
“What happened to your arm?”
- Let children **use props** (puppets, dress-up clothes, pictures, etc.) to retell stories
- Ask children to **retell a story to other friends or adults**
- Let children tell you a story about a **picture they drew**

Awareness of Words

- **Use sentence completion:**

Leave off the last word at the end of the sentence:

“What do you _____ (see)?”

- **Describe rhyming words** in stories:

“Listen: ‘cat’ and ‘hat’ rhyme.”

- **Point to important words** in the story:

Name of a character, a long word, or repetitive words or phrases

Awareness of Parts of Words

- **Say words slowly** and **clap** for each part of a word:

“Jen ni fer,” “play ground,” “Hap py birth day to you”

- **Use word completion:**

Leave off the last part of a word in a sentence: wa____(ter)

Awareness of Sounds in Words

- **Say the wrong sound** and let children correct you:

“Jack and Jill went up the **bill**.”

- **Stretch out sounds** in words when reading books:

“m-m-moon” or “s-s-sink”

- **Use alliteration** by saying many words in the same sentence with the same beginning sound:

“Six slick snakes slid up the slide.”

- **Compare beginning and ending sounds** in words:

“Mouse” begins with m-m-m-m and ends with s-s-s-s.”

- **Use children’s names** to play with sounds:

Name Game song or say,

“If your name begins with m-m-m...”